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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

PUBLIC SCHOOL SENTIMENT

The people of the United States, of every section, every state and city, are united in loyalty to the public schools as in no other issue. The public school loyalty knows no North, no South, no East, no West, no political party lines.

If there is ever a public school crisis there is no political party, no section, that will not be in front rank in the championship of the public schools. They are the fountain of all that has made America what it is and without them there can be no America.

The public schools are not appreciated any more than fresh air, pure water and sanitation are appreciated. It is easier for a city to go wild over a championship baseball nine than over a water system—till there is an epidemic, then pure water is the only issue.

I chanced to be on the Board of Trustees of a struggling university. To get any adequate public financial interest was impossible on the plea that we were doing inestimable service to very needy young people, but when the water system was contaminated we raised tens of thousands of dollars almost in a day.

There has been no appreciation of a fraction of an inch of water on the Great Lakes by any of the millions of people who have been using it until Chicago wanted a trifling amount for the protection of its sanitation and instantly every village and hamlet, every pleasure resort, every little mill that used a waterwheel, sent up a howl of protest lest in some imaginable way some harm should come to these vast lakes.

So the public schools are not appreciated. They are scolded about, the taxes are raved about, churches complain because teachers are not sufficiently fundamentalists, or intelligently modernists. The students are allowed to dance or they are not allowed to dance, teachers bob their hair or wear clothes too short at the top or bottom, too little attention is paid to grammar or too much attention is paid to it. The course of study is too hard or too soft. But if anybody starts anything that makes any kind of a crisis, economic, social, political or religious, the American people from Fort Kent to Chula Vista will be unanimous for the public schools.

It is never one act that makes a crisis, but a series of incidents. The sinking of the Maine sent us pell-mell into the Spanish war, but the sinking of the Lusitania, a hundred times more provoking, did not send us into war with Germany.

A crisis always comes because of those who issue the challenge. The United States had no desire to go to war with Spain. There was no war spirit in the United States, but the sinking of the Maine was an irresistible challenge. There was no war spirit in the Colonies until at Concord bridge the British fired the shot "heard 'round the world." There was no war spirit in the North in March, 1861. Ninety per cent. of the Northern people would have voted against war on the 17th of March, but when the South fired on Fort Sumter ninety-nine per cent of the North accepted the challenge.

The friends of the public schools have been very patient, but unless all signs fail there is being created a sentimental condition that will culminate in a challenge that will produce a situation such as will make a solid America ready to fight politically, and in no one knows how many ways, against every critic of the public schools.

A sample of the public schools sensitiveness of the times has been given in the taxpayers' reaction to the criticism in California a year ago as to the over-expensiveness of the public schools. This was the most explicit challenge that had come because there was an anti-tax sentiment just then. The fourth largest city in California met the challenge definitely and heroically. It was on a school bond issue of $4,900,000. There were 10,500 votes cast. More

than 10,000 of these were for the bonds and fewer than 500 were against them. Twenty to one.

All critics of the public schools, if they are wise, will put a muffler on their criticisms.

DAVID SNEDDEN'S OPINION

[We gladly give Dr. Snedden's opinion in his own words. Our quotation seems to have been misleading.]

"The average high school will never be a place for vocational education. The high school is the place of general education where the curriculum should be devoted almost exclusively to courses intended for liberal (or general) education, through which our citizens become instructed and trained in the civic, health, and cultural qualities which are desired of all in a democracy of superior men and women.

"I am quite opposed to notions often urged that profitable vocational training can be given under sixteen years of age in schools of general education. In almost every case where early entry upon wage-earning employment is necessary a short period of intensive training at or about fifteen or sixteen years of age would be worth much more vocationally than the diluted and unspecialized practical exercises now sometimes offered in the name of industrial training.

"To learn a skilled trade in whole or in part through school-directed training it will almost invariably prove necessary to have separate schools, entry upon which can rarely take place to advantage before sixteen years of age. The number of such schools in any one trade for a given state will usually not prove large. Possibly four good schools of printing, six schools of bricklaying, twelve schools of machine shop practice, and ten schools of automobile repair would, if properly distributed, serve all the needs of a state containing the population of Massachusetts. At least a somewhat similar distribution is now found in the case of vocational schools for the training of teachers, for the textile industries and for dentistry.

"Stenography-typing and home economics are now taught to advantage in general high schools, partly because of the small amount of productive practice work required as part of the training. But even here I anticipate that when we substitute thoroughgoing standards of vocational training for the rather makeshift ones now prevailing, we shall find it expedient and profitable to have pupils complete first so much of general education as they can, and then turn sharply into full-time vocational schools, even of homemaking and stenography-typing. Certainly many of our commercial departments have little cause to be proud of the vocational proficiencies shown by their graduates. Equally, many of us are still very doubtful of the practical values of much of present-day home economics training, especially in the cases of girls of less than average ability.

"Three purposes will almost certainly dominate public school educational policies in the future to a much greater extent than in the past. First, that every pupil shall get the fullest and best liberal education of which he is capable. Second, that every pupil shall be given his democratic opportunity to get a reasonable amount of genuinely functional vocational education. Third, that both liberal and vocational education shall be administered in an honest, purposeful and thoroughgoing fashion, the results to be tested by efficient 'follow up' methods."

Tennessee is the first state whose legislature has barred the teaching of evolution!

JOHN R. KIRK, EMERITUS

After twenty-six years of remarkably efficient service as president of the Missouri State Teachers' College at Kirksville, following his term as state superintendent of public instruction, John R. Kirk will become president emeritus on September 1 at a salary of $5,000, and will be succeeded by Eugene Fair of the faculty. Dr. Fair is a native of Missouri, 1887, graduating from the Kirksville school at the age of twenty-four. He received his Bachelor's Degree from the State University in 1904, his Master's Degree in 1909, his Doctor's Degree from Teachers College, Columbia University, 1916. He has been on the faculty of the Kirksville State College for the past nine years. The selection of Dr. Fair seems to give universal satisfaction.

John R. Kirk is one of the most virile men, professionally, in the country, and at the famous meeting of the Teachers College presidents at Cincinnati recently he was as clear a thinker and as forceful a speaker as anyone there. No one has done more to promote pure professionalism for a quarter of a century than has he. Fortunately he will continue in the service of the Teachers' College, which he has kept in the forefront all these years. Dr. Homer H. Seerley is the only president of a State Teachers College for more years than Dr. John R. Kirk.

THE ARCHITECTURE OF DARTMOUTH

A rare example of the finest architecture of Colonial times is found in the group of old buildings at Dartmouth College. This group is a memorial to the past and an inspiration for the future. Following the example already established by new buildings admirably designed, the construction of the future should show appreciation of the traditional standards. For all time, the architecture of Dartmouth should be as individual as that of Oxford.

THREE DAYS—MARCH 16-18-19

A. E. WINSHIP

TEACHERS COLLEGE AND DEAN RUSSELL

One of the outstanding experiences of these exceptional days was at Teachers College, Columbia University, on March 19.

We have written more and written more enthusiastically of fifty teachers' colleges and normal schools than of Teachers College in the last ten years, and yet the most heroic thing we have done on any platform was in Cleveland in 1920, before one of the best audiences we have faced—we classed James Earl Russell with Francis W. Parker, G. Stanley Hall, and Charles W. Eliot. And yet we passed up the twenty-fifth anniversary of Dr. Russell's deanship with scarcely a paragraph. The reason is clear. Our appreciation of Dr. Russell is not based primarily upon Teachers College as the professional world knows it but upon James Earl Russell as I knew him twenty-seven years ago, when he had a smaller faculty and a smaller enrollment than any State Normal School in the United States has had in the past seventy-five years, when Russell was doing all of the professional teaching, and fully one-third of all the teaching, and the enrollment would not make three good classes in any Normal School.

Then, under those circumstances Russell said Columbia should have a Teachers' College as scientifically professional and as professionally scientific as any school of medicine or law in the United States. It took some faith to believe that it could ever be, but I am not surprised to see the young man who said that twenty-seven years ago under those circumstances presiding over a school of education with college buildings costing many millions, with an annual budget of $3,000,000.

How many schools of medicine or schools of law are there with a steady annual budget of $3,000,000? What else is there in Columbia University to compare for a moment with its Teachers College?

The school people speak praisefully or antipraisefully of Teachers College, of its numbers, of its spectacular figures rather than of its highly scientific aspect, of its professional libraries, some of which are unsurpassed by the library of any department of Harvard, Yale or Johns Hopkins. And Teachers College has harmed no other Teachers College in America. There is no Teachers College in any university that would have been bigger or better had Teachers College never been born. There is none that is not bigger and better than it would have been had James Earl Russell turned his attention in 1898 to the raising of live stock.

In 1898 there was not a Normal School teacher in the United States who would have taken a year off for professional study intending to go back to the same Normal School and teach the same subject. Today there are such Normal School teachers in more than twenty Teachers' Colleges and schools of education aside from Teachers College of Columbia. We are devoutly grateful that we have seen the influence of James Earl Russell and Teachers College of Columbia in the professional spirit and achievement of three hundred professional institutions in the United States.

AFTER-DINNER SPEAKING

It has been fascinating to contrast the club life of today with that of fifty years ago; yes, of twenty-five years ago, and even more fascinating to compare the after-dinner speaking of today with that of the close of the nineteenth century.

After-dinner speaking has been a steady functioning with me for more than fifty years. There has been no year in which we have not made a surprising number of such speeches, and never so many in three months as since January 1, and though these three months have taken me into two-thirds of the states of the Union and over eleven thousand miles of railroad and automobile travel I have spoken at several banquets in Boston, the most interesting occasion being on March 18, that of the Professional Women's Club at the Copley-Plaza Hotel, with seven hundred representatives of sixteen professions in which women are prominent. This was a good sample of modern after-dinner speaking. It was an inspiration to be on a program with Dr. Charles W. Eliot in his ninety-first year, who is thinking as keenly and sanely as when we first heard him more than fifty years ago; Robert Grant of Boston, at seventy-three, author of thirty important and successful books since the appearance of "A Frivolous Girl," forty-five years ago, an author who has always played an important part in official civic life, and for thirty years Judge of Insolvency Court; Congressman Charles L. Underhill, one of the liveliest representatives from Massachusetts; the United States District Attorney for New England, and the Lieutenant Governor. There was not a stupid sentence, no senseless frivolity, and the seven hundred women stayed cheerfully during more than three hours of speaking. That would never have happened twenty years ago. There would not have been as many good speakers then as now.

HARRISONBURG, VIRGINIA

The Shenandoah Valley, three hundred miles in length, between the Blue Ridge of Virginia and the Alleghany Mountains of West Virgina is a beautiful, prosperous, healthful world all by itself, with the lime soil conditions that make the Blue Grass Region of Kentucky world famous.

Following the lead of Lexington, Kentucky, in its race-horse glory, Harrisonburg has one of the famous race-horse stables of America, theorizing that the lime in soil and water would make an important contribution to the vigor and endurance of pure-breed racers. We can but wonder if the same conditions have not had something to do with the virility and stability of the manhood and womanhood of the Shenandoah Valley.

Be that as it may there is a sixteen-year-old State Teachers' College in Harrisonburg which has a campus of fifty acres in the heart of a city of 10,000 inhabitants, with eleven large, new college buildings of blue-grey stone, with a president's residence that puts to shame nineteen-twentieths of the colleges and universities of the New World. Yes, and the campus, the college buildings and the educational equipment would put to shame forty-nine-fiftieths of the State Teachers' Colleges and Normal Schools of America.

But the glory of the sixteen-year-old institution, over which Samuel P. Duke presides so brilliantly, is not in the vastness of its campus or the architectural charm of its buildings but in the fact that shut out of Virginia by the Blue Ridge, and shut out of West Virginia by the eastern slope of the Alleghanies, it has a larger enrollment of earnest young women from the mountains to the sea than any State Normal School has ever had, and the faculty is modern in professional equipment, ardent believers in the latest achievements of science and psychology, in civic and social adventure.

We are quite sure that when the projected Shenandoah National Park is the paradise of anglers and other sportsmen, and becomes its camping grounds in botany forests beside rippling brooks, it will breathe health and inspire joy to more families than any other National Park, because it is within a day's ride of nearly one-half of the families of the United States.

But the real glory of Harrisonburg is not in its soil or climate, in the tonic of streams or the balsam of forests, but in the social and religious atmosphere which is inherited from the associates of the parents of Abraham Lincoln, who resided in Harrisonburg before their pioneer days in Kentucky.

THE PSYCHOLOGY OF TEACHING GEOGRAPHY

(Copyright, 1925.)

J. RUSSELL SMITH, PH.D.

Professor of Economic Geography, Columbia University; author of Human Geography, Commerce and Industry, and Industrial and Commercial Geography.

In my former article on "Geography and the Higher Citizenship," published in the March 5 number of this magazine, I called attention to the function of Geography in introducing the child to his neighbors upon this earth. Readers of that article will recall that it set forth two tasks of this study: "To teach the facts of geography, and to encourage an attitude of mind."

If this attitude of mind is to contribute to a better understanding between peoples, both its content and its method of presentation are of the utmost importance. Let us define geography as the study of relationships between the earth and the life that dwells upon it. As we begin to ponder on this definition we at once see that it is necessary to know both the earth and the life upon the earth. The subject is so vast that the moment we begin to think about it we feel the need of subdivisions. The earth part falls easily into the three grand divisions of earth, water, and air.

The life part suggests such subdivisions as plants and animals, and among the animals we want to single out man for special treatment—human geography (anthropo-geography).

In human geography we at once see economic geography, physical geography, political geography, and many other types of geography looming up as still further subdivisions.

If we think of political geography for a moment, we shall see that we need some history in order to understand it. Geography is indeed a wide-reaching subject. Of all subjects in the curriculum it especially needs to be well organized on good principles of pedagogy. Lacking these, it has been in times past a chaos of facts which could be acquired only by dreaded memory exercises.

This article attempts to emphasize two major improvements that have been made in methods of presenting geography so that better results may follow a given amount of effort. These two improvements in teaching are (1) the use of the psychological method of arrangement rather than the logical, and (2) the concrete method of teaching the principles of geography.

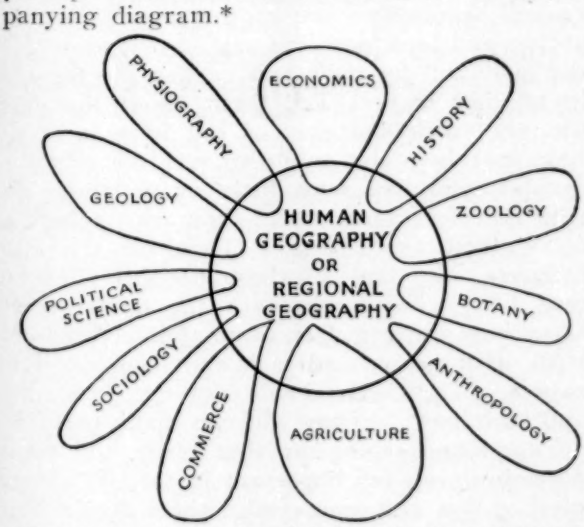
THE WIDE RANGE OF GEOGRAPHIC MATERIAL.

The geography of the schools is the study of people as influenced by the lands in which they live. The geography class is the place where our children get acquainted with us, with the other peoples upon the earth. Geography thus becomes a task of interpretation.

Here is a people in a certain place. What influence does this place have on these people?

Before we can answer that question we must know many things about the kind of place it is. Is the land surface hilly or level? Is its altitude high or low, its soil sand or loam or clay; deep or shallow; stony or smooth, rich or poor? Is the weather hot or cold, changeable or constant? What about the rain? Is there much, making the soil too wet for agriculture, or is there too little, making a desert which requires irrigation, or is the amount of moisture just right for farming or for grazing? When does this rain fall—in winter, summer, or all the year? Is the amount dependable or are there droughts? Is it a land of forests or of grassland? What crops can grow? Does it have water power or coal, oil, or other minerals? Are there manufactures? Is there much trade? This list of geographic factors or elements might be extended, and each of them will be found at times to be a factor controlling man in some particular place.

It is plain that the geographer explaining men in a place needs to use some of the facts from many other subjects and sciences. Because of this fact some persons have at times claimed that geography was not a real subject at all. This fact of relationship and also the fact that geography has territory of its own is perhaps best shown if we examine the accompanying diagram.*



The geographer explaining the relationships between men and their environment takes contributions from many sciences but he takes the whole of no science. House building is not a branch of mathematics because the architect and the builder happen to use some arithmetic and geometry in making house plans.

The work of the geographer may be likened to that of a builder who uses lime, sand, cement, stone, brick, boards, shingles, glass, paper, pipe, nails, wire, and other things, but the house he builds is not exclusively any one of these many things. It is of itself an entity, though many diverse materials have been used to make it. Similarly, the geographer builds his own independent structure, using the materials from many subjects and sciences.

Since geography takes contributions from so many other subjects and sciences, it is plain that to some extent at least these subjects and sciences must be understood by the teacher and by the student before use can be made of them. This means that something of all these subjects must be taught. How shall this be done? There are two ways—the logical and the psychological.

A. The Logical. This is a systematic method, the German method. Realizing the necessity of all these things, the logical method deliberately starts out to teach all the elements first and upon this complete systematic and logical foundation it proceeds to rear the completed structure of geography.

If I were the dictator of an amply financed graduate school for the training of professional geographers and if I had students with sufficient courage to stand for it, I would use the logical method for post-graduate instruction. That, indeed, is the way a medical school works out the problem. Foundations in anatomy, physiology, chemistry, and other subjects are systematically laid as a beginning. The practice of medicine comes later. By this plan the systematically instructed student of geography would begin with climatology, oceanography, plant geography, animal geography, anthropology, history, economics, statistics (that he might be able to use his material). After this preparation he would be ready for economic geography, regional geography, political geography, and the solution of special problems of a geographical nature. I believe this system to be highly desirable for the mature minds of the graduate school. Unfortunately, no American university has yet gone very far to attain so thorough a program.

Meantime the authors of geographies have been making college texts and high school texts on that logical plan for the last thirty years. Many of these books have been in three parts, the first and second parts dealing with general principles and introductory material and the third part with their application in regional geography. A classic example of this is the monumental book, "Handbook of Commercial Geography," by my dear friend Chisholm. This much-copied book is now in its ninth excellent edition, and still its author closely follows the original German model by Scherzer.

The logical method tries to use the mind as a cold storage plant, but unfortunately it cannot lock the material in, and therefore many of the facts, because they are unrelated, have been forgotten by the time they are needed. The logical method must depend primarily upon sheer memory work—bald, unaided memory, like the multiplication table, or like that other agony, the declination of a foreign verb.

The general ideas which are taught in the preliminary sciences must be made to function or they are worthless. To function they must

*For discussion of this type of diagram in relation to the subject of geography see Presidential Address of Professor Nevin M. Fenneman, University of Cincinnati, before the Association of American Geographers, Annals of the Association, 1919. See also, "Inheriting this Earth," O. D. Von Englen

be related to something when they are first presented—not stuck into the mind to wait months for the day of use. This is the secret of the success of the psychological as compared to the logical method of teaching the principles of geography.

B. The Psychological Method might also be called the applied-science method. Instead of teaching general principles as introductory material to be on hand when wanted, it teaches the principles in connection with some particular part of the earth or with some human activity which needs to be explained as a part of the general work of the book. This explanation takes advantage of the principle of association, the secret of easy memory. Once this norm or principle or type is thoroughly established in the child's mind it can be used over and over again in explaining new but similar situations. This is effective teaching, passing from the known to the unknown.

This psychological method has been used for nearly a decade in the most widely used college and high school geography texts in America. If it has succeeded in these age groups there is certainly no reason why it is not the most desirable method for the elementary geography.

In addition to the above mentioned advantage of greater effectiveness of method, there is yet another gain. Time is saved. Instead of teaching a thing ineffectively twice, there is time for one thorough presentation and for frequent effective reviews through comparison.

THE CONCRETE METHOD OF TEACHING ABSTRACT PRINCIPLES.

The applied-science or psychological method combines admirably with the concrete method of teaching principles and abstract ideas.

The use of the concrete, the story, or the parable in elementary geography is practical because it takes advantage of the way the human mind, especially the child's mind, works. An abstract idea is usually nothing at all in our mind until we can give it specific form. Therefore, the way to get the abstract idea into the mind is to get it there in the concrete form first—the story to prove a point.

The Curtis Publishing Company has made use of this piece of psychology in building up its stupendously successful journals. Twelve years ago that Company, after succeeding with The Saturday Evening Post and The Ladies' Home Journal, bought an old paper called The Country Gentleman. The paper then had about 25,000 subscribers. It now has nearly a million. The editor in discussing a series of articles which I was to write for his paper said: "Mr. Smith, perhaps you think it cannot be done, but every principle of agriculture can be told around the story of a man. Find the man who is applying it. Get his story. Tell it and by that means bring out the principle."

The paper that adopted the policy of presenting general principles in terms of the concrete has gained more than 200 subscribers a day for the last dozen years. It is the same kind of wisdom that is embedded in those parables of Scripture that we remember most easily. Abraham Lincoln was eternally telling stories with a point, and surely he won a great hold on the minds of the average American.

As with the principles of religion or the principles of agriculture, so with the principles of geography. They are best taught in terms of the geography of human life. Moreover, this approach will appeal to that intellectual interest most universal in all mankind—the interest in people. This is the interest behind the story-teller at the nomad camp fire, the movie audience in our crowded cities, and the glittering society circle at the Metropolitan Opera House. The Geography that shows the earth as the home of people essentially like ourselves except as modified by geographic environment and racial inheritance will tend to make the whole world kin. Through them abstract ideas can be made clear.

This method can best be shown by examples, and for that purpose I have chosen four:—

1. Trade and transportation are very important as a part of the life of peoples. Or to put it in the words of a well known text for beginners, "Any country that has not advanced far usually has very poor roads." If you read that abstract fact to a normal boy he will probably count the marbles in his pocket and look past you out the window, and the girls will fix their hair. Then try the idea in another way. Tell them about the daily life, the work and play of the Indians or the Eskimos; help the pupils to feel the effort of peoples who live with little or no trade and who therefore must make their own things or do without the things. Then let the class compare the life of these peoples with our own life. Every phase of the contrast will show how large a part commercial intercourse with other peoples plays in our complex civilization. The children will forget their marbles and their hair. Thus you can make them understand and remember that trade and transportation are very important in the life of peoples. You can even make them feel it, and man is above all an emotional creature, a creature who feels before he acts.

At the same time that you have been teaching this piece of fundamental economic geography about trade and transportation, you have been telling how the Indians live, how the Eskimos live, and what kind of countries each of these peoples inhabit. Yet more, you have at the same time also been teaching how the country which these people inhabit influences their daily lives and hence their thought and even their government.

It is easy to explain tribal government when you have these scattered groups of sparse populations so clearly laid out in their setting. This is the best way to show the difference between tribal government and our own fixed and formal government with its policemen, roads, schools, magistrates, and courts.

2. Nomads are people who move from place to place and usually live in tents. Stated in this brief form this piece of information at once demands explanation. Does it happen because of the whim of some people who like tents better than houses, and moving better than fixity? Each year a certain portion of college freshmen assure me that Arabs are nomads because it is their nature to be so.

A study of the environment of the desert's edge gives quite another reason. Theirs is a land of scanty rain, a land too dry for the farm, and producing only scattered grass in wide areas where water holes are far apart. Since man cannot eat grass, his only chance for life is to depend upon the animals that can eat grass—flocks. The flocks must move to where there is water and grass, so since the flocks move, the man who must live upon the flocks must move also. Around this fact of an industry which arises from the base fact of environment and exists over vast areas of the earth's surface a whole society is built and incidentally a great class of humanity and a clear cut type of society are also explained.

3. One of the fundamental principles of geography might be stated as follows: "Water absorbs heat slowly and absorbs a great deal of it. Water also gives heat out slowly, and for these reasons ocean currents flowing from cold seas cool the climate of places to which they flow and conversely warm currents flowing from warm seas warm the climate of places to which they flow." Or, in the words of a popular grammar school texbook, "Where the winds blow steadily, as in the trade wind belts, there is a permanent drift of water in the direction of the prevailing winds. In this way a great system of ocean currents is formed. These have an important influence on the temperature of the earth." This piece of information needs to be illustrated before it becomes clear. Shall it be taught some day, any day indeed, all by itself with no examples, no significance pointed out? That is the strictly logical way to do it. Another way is to save this piece of pure science until you study West Europe, especially the United Kingdom. Here we have at hand the illuminating fact (perhaps you want to call it a problem) of two profoundly different countries facing each other in similar latitudes across the Atlantic Ocean. Labrador, the cold, the empty, the partially unexplored; England, green with verdure, where sheep pasture on the hills the year round, historic, populous, rich, powerful, the seat of wide reaching empire. Labrador is swept by winds from a cold land and by the ocean current that brings icebergs down from Greenland's icy mountains. England is bathed by the Gulf Stream drift which flows northwestward from Florida's coral strands, and is swept by winds that blow inland from this warm drift.

By bringing in ocean currents at this place in the presentation of geography the scientific facts of ocean circulation help to explain other facts of the most far-reaching import. That is the psychological rather than the logical, the applied science rather than the systematic science method.

4. Take lumbering. Shall it be told in a little essay up in the front of the book all alone? By no means. In dealing with New England we have a wonderful opportunity to let the lumbering industry explain the highlands of New England, of the Adirondacks or of the Lake Region or the highlands of Ontario and Quebec or of all of them. In all of these areas the earth's surface is so rough that it is difficult, often impossible, to haul logs over it, but the annual blanket of snow levels it all up. Indeed lumbering is almost a function of winter snow. The sled permits teams or tractors to haul the logs over rocks, stumps, and fallen trash to the stream bank. The melting snow makes freshets that carry the logs down stream to the saw mills and paper mills of the lower courses where the waterwheel furnishes the power to grind the logs to pulp or cut them into planks.

This treatment of the lumber industry permits us to make an understandable presentation of an industry and at the same time to present the salient facts of a region and show how nicely a climatic (geographic) factor aids an industry.

In the southern states where there is no cover of snow, logging is carried on quite differently, with ox carts and donkey engines using cables. This gives opportunity for comparison with snowclad New England or Michigan.

In the tropic jungle, tied together with creepers, it is extremely difficult and expensive to make roads. Therefore, it costs much to convert trees into lumber and but little is used. These facts offer fine opportunity for comparison of the way in which forest and climate combine to aid or hinder man in getting out wood. This also shows again the dependence of the lumber industry upon transport.

In conclusion we may say that geography is a complex subject. It is saved from being a chaos when we remember that geography is an interpretation, not merely a mass of facts.

This interpretation is made easier by the use of the applied-science or psychological method which starts with explanation and correlation—the reason why, the soul of memory. This runs naturally into comparison, which is the soul of understanding.

The applied-science method is especially adapted to the use of the actual story of human life. This story method as a method of teaching the principles of geography, is the soul of interest. It reaches the child and awakens enthusiasm, as a father told me, who wrote that his little girl wanted to stay up late at night to read a new geography book written in this way.

DR. WILLIAM F. WARREN

Veteran president of Boston University at ninety-two, President Emeritus William Fairfield Warren, first president of Boston University, and the leader of its destinies from 1873 to 1903, still keeps constantly in touch with the affairs of the university, and takes a vital interest in everything which affects its welfare. He is the father of Dean William M. Warren, present dean of the Boston University College of Liberal Arts.

On his ninety-second birthday, March 13, he took his usual half-hour stroll in the open air, and read, studied, and attended to his correspondence as usual. His always amazingly keen intellectual force is in no wise diminished and his interest in world affairs in every field of human thought knows no bounds. He is a constant student and maintains correspondence with leading figures in world thought.

When Dr. Warren took over the administration of Boston University in 1873, there was only one department, the School of Theology. At this juncture Dr. Warren astonished the educational world by inaugurating the unprecedented policy that all professional and cultural education of the university should be open to all, without regard to sex or color. Upon this liberal basis the university has grown and prospered.

Dr. Warren was born in Williamsburg, Mass., March 13, 1833. He was the third son of Mather and Anne Miller (Fairfield) Warren. As a direct descendant from the original immigrant, William Warren, of Roxbury, his genealogical line goes well back toward the beginnings of New England history. After his graduation at Wesleyan University in 1853 he established a classical school in Mobile, Ala., traveled, preached, and for nearly two years studied at Andover Theological Seminary. In the years 1858-60 he was a pastor, first at Wilbraham, Mass., then at Boston. Of the ten years 1856-66, more than seven were spent in Europe and the Orient. In 1866 he returned to Boston to organize and preside over the Boston Theological Seminary, which was the nucleus of Boston University, chartered in 1869. To the presidency of this Dr. Warren was also called, and to its development the best work of his life has been given.

After more than half a century of association with Boston University, Dr. Warren can see many of his early ambitions for its development carried to realization. With its 10,000 students in ten departments, and its nearly 500 faculty members, the university has grown to encompass a scope of service which only Dr. Warren's foresight in the days of its infancy made possible.

President Warren's achievements in the course of a long and unusually active life fill considerable space in Who's Who. His writings for the religious and secular press brought him fame early in life, and many of his works have been translated into numerous foreign languages. Periodicals to which he regularly contributed were located not only in America, but also in England, Germany, and elsewhere. Of late, however, he has been doing no writing for publication. He was the intimate friend of Bryant, Emerson, Holmes, Lowell, Whittier, Aldrich and S. F. Smith, author of the words of "America." In 1858 William Cullen Bryant visited Dr. Warren in the latter's home in Milan. A few months earlier Dr. Warren while in Athens had made the acquaintance of Bayard Taylor and his bride, who were on their wedding tour. The poet Longfellow at one time coached Dr. Warren for the then uncommon journey of an American student to the shrines of learning in the valleys of the Rhine and Danube. Years later Longfellow entertained Dr. Warren's children at a family party, showing them the treasures of his home and presenting each with his autograph.

President Emeritus Warren has memories of Harriet Beecher Stowe, Julia Ward Howe, Lucy Stone, Frances Willard, and each of the successive presidents of Wellesley College, which he helped to found.

In 1874 Dr. Warren negotiated an agreement between the National University at Athens and Boston University, securing a never-before-attempted exchange of service. A like agreement he completed with the University of Rome.

The Independent in 1888 printed an article by Dr. Warren presenting a plan for "The Right Celebration of the 400th Anniversary of the Discovery of America."

Today Dr. Warren is the sole surviving charter member of the corporations of Boston University, Wellesley College, and the New England Conservatory of Music, and is the sole living member of the first faculty of the Boston Theological Seminary, the first faculty of Martin's Missionsanstalt in Germany, and the first faculty of Boston University. He is the oldest living alumnus of East Greenwich Academy and the oldest but one of Wesleyan University's alumni. He is the only living member of the class of 1853 of that institution.

In 1857 Dr. Warren was a delegate to the Third World Conference of the Evangelical Alliance, held in Berlin, and on invitation of King Friedrich William IV, was entertained with other delegates in the then palace at Pottsdam. The following fall and winter he was the traveling companion of the famous Bishop Simpson through Greece, Turkey, Palestine, Egypt, and Italy.

In the winter of 1857-58 he preached twice in the American embassy in Rome, thirteen years before any Protestant Mission work or

Bible circulation was lawful in any of the Papal states of Italy.

One little-known phase of Dr. Warren's life lies in his connection with the invention of the telephone. From 1874 to 1879 Alexander Graham Bell was a member of the Boston University faculty, and it was while he was connected with the institution in this capacity that he did all his work on the invention which was later to make him famous. The salary he received from the university was largely used to pay the expenses of his experimentation. Dr. Warren in his annual reports of the university first gave publicity to Dr. Bell's work, and as a result of this the inventor was asked to lecture on it at Oxford University, thus marking the beginning of the system of international exchange professorships.

When Dr. Bell visited Boston in 1916 he was the guest of the university. On that occasion he said: "I count it a great honor to have belonged to Boston University. It was while here that all the work on the telephone was done. My best recollections of Boston of the old days are of Boston University and President William F. Warren, under whose presidency and with whose enthusiastic co-operation my work on the telephone was begun."

CONSOLIDATED SCHOOLS AND THE COMMUNITY

LEE DRIVER

Harrisburg, Pennsylvania

[Cincinnati Meeting.]

It has been said that if one knows the character of the school of today he can foretell exactly what the citizens in twelve years will be. The ideals built up in his childhood become his ideals in manhood. The community is made up of citizens, therefore the community ideal is the sum total of the ideals of the individuals that compose it.

If the consolidated school does not give the people of a community better facilities for the betterment of character, if it does not increase their experiences in usefulness, if it does not make a better place in which to live, then it has not functioned as it should.

The consolidated school influences the community by reducing tardiness, eliminating truancy, keeping children in school more regularly, increases the length of term, establishes twelve-year courses instead of eight, gives extra curricula, by offering special work in music, art, manual training, domestic science and agriculture; interests a higher class of teachers who have more time for the individual child, gives an opportunity for physical development in the way of play through the organization of baseball, football, basketball, etc., furnishes auditoriums and gymnasiums which are available to the community as well as to the school; gives the basis for community organization through Parent-Teacher Associations, Farmers' Clubs, Sunday School Unions, etc., becomes a public forum in which public questions of interest to the community are discussed—in fact it gives opportunity for educational, business, social, political and spiritual development through the combined effort of the people involved.

The workshop of the school encourages the building of similar shops on the farm; the ability to design and construct projects in the shop is developed for the actual use to which it may be put on the farm or in the home. The scientific study and practice in the domestic science departments become an integral part of the home; the art of the school is translated into decorations and beautifications in the home; the singing of the school becomes the singing of the home and church and community; the orchestra of the school becomes the orchestra of the church and community. The music appreciation taught children in the school increases the appreciation for better music in the church and community.

The school as a community centre develops an identifying community spirit; it gives standing, character, and ideals for the entire group. The bickerings of the small community are lost in the better things of the larger unit. More and greater diversified interests are brought together resulting in a community with higher ideals and a better outlook upon its problems. No community surpasses the rural community in potential leadership. The consolidated school is an ideal opportunity for the development of such leadership.

A university should pay those who train the body no more than those who train the mind. There should be a gradual lessening of emphasis on athletics.—R. C. Angell.

MOTIVATION OF DOMESTIC SCIENCE IN THE SENIOR HIGH SCHOOL

MARY W. CAULEY

High School of Practical Arts, Boston

Domestic science has now found a conspicuous place in the High School program after a long struggle for a firm foothold. It no longer needs to plead for its right to existence, but it has yet to establish its far-reaching possibilities.

Learning to cook and keep house makes a direct appeal to the high school girl. It is a challenge to her constructive instinct as well as furnishing a life career motive. Ninety-nine per cent. of our girls are now called upon to help at home, and more than fifty per cent. of our girls will be directing their own homes within seven years after leaving the high school.

If domestic science is an elective subject in the high school, the teacher has a selected group of pupils whose motive is clearly evidenced by their choice of the subject. When domestic science is a compulsory subject, the motive may not be so clearly established. In either case, the task of the teacher is to vitalize the work of the course and to make the pupil feel continually that progress is being made. The cooking should be real. Girls should prepare real meals. The meals should be depended upon to feed someone who needs real food for which he is ready to pay real money. In this way a pupil feels the force and the stimulation of responsibility. She will work as she must work at home. Food must be palatable; it must be cooked on time; it must satisfy those who eat it.

In our school the food in the lunchroom is entirely prepared by the pupils in the domestic science classes.

We do about $8,000 of business in the school year. No support is given the department by the city, other than the furnishing of salaries, teachers and the schoolroom equipment. The money taken in from the lunchroom pays for all supplies and for the necessary wages of a woman who sells and serves the food, as well as for some part-time assistants who wash the lunchroom dishes.

The food necessarily must be of such a quality that the pupils and teachers will be glad to pay for it. The greater part of the food that is cooked is sent directly from the domestic science rooms to the lunch counter where it is served in cafeteria style. There is a thirty-five cent. teachers' lunch that is served every noon to about forty teachers. This luncheon is served in the teachers' lunchroom where tables are set, although the noon recess is not long enough to permit satisfactory service. In order that the girls may have an opportunity to serve meals daintily without feeling the pressure of time, we have a dining-room in the school apartment where two or sometimes three girls work in the unit kitchen and prepare and serve a special fifty-cent luncheon. The luncheons are company affairs. The girls plan the menu, do the marketing, furnish the decorations and do all the work quite independent of the teacher. The guests may be pupils, parents, or teachers. We use our choicest china, glassware and linen. The girls feature as much originality as possible. Occasions are always regarded as of consequence. Hallowe'en, Valentine's Day, St. Patrick's Day, patriotic holidays, Christmas, Easter and birthdays tend to influence the color schemes and the spirit of the project.

Aside from the lunchroom work, the teachers' lunch and the special guest lunch, the school prepares cake, pies and preserves, which are purchased by the pupils. On several occasions real wedding cake has been made for real weddings.

Just before vacation the department was very busy. In the first year of our school's existence some girls conceived the idea of packing a basket of cooked food for a poor family. The custom has happily remained with us, and as the school has enlarged the project has grown with us. Before the holidays we sent out twenty-five baskets which went to poor families whose girls attend our school. Twenty-five turkeys were roasted and stuffed; twenty-five bottles of gravy in glass jars; twenty-five mince pies were made; twenty-five plum puddings were steamed; twenty-five jars of cranberry were bottled.

We feel this was much more than a lesson in cooking; that it was a lesson in living. It is our hope that every girl who can possibly do so should share in the spirit of the baskets. The home rooms have boxes in which the pupils may drop a few pennies. To make it more personal than just giving money, it is arranged by the student council to assign contributions for each class. For example, all first-year pupils were asked to bring potatoes and onions, each girl bringing a few; second-year girls were asked to bring a little tea, coffee or sugar; third-year girls apples and oranges, etc. Boxes for these were placed near the door as the girls came in, and while no one needed to feel she must contribute, it

happens that we always are well supplied. Graduates of the school frequently send money to the principal for this purpose. The girls pack the baskets and the number of members in the family are noted so that those who need most will have plenty.

While the lunchroom furnishes the market for the products of the classrooms, the commercial point of view is always subordinated to the educational aim. The main purpose of the course is to train the girls to fill their places in their present home and to get them ready to direct a home in the future. Therefore, our course is based on home cooking in home quantities. Every lesson in the first two years is a family meal. Four girls work at a table and complete a regular meal for a family of six or more persons. For example, if the lesson were broiled chop with tomato sauce, stuffed potato, corn muffins, dessert, coffee, one girl would prepare the muffins, another the dessert, another the stuffed potatoes and coffee, and the last girl the meat and the sauce. The girls usually decide among themselves which they will make. They understand that the lesson will be repeated four times in the year, and that what they make one time will be made by someone else at another lesson. In the repeated lesson there is usually variation. If it were plain corn muffins one lesson, it would likely be molasses corn muffins the next time the lesson was given.

All girls in the school have two years of domestic science. Those girls who major in domestic science have four years of the work. There are girls who are planning to be domestic science teachers, or nurses or to enter lunchroom work or some line of endeavor where the training will directly function. They carry forward the work of preceding years and undertake cooking in institutional quantities. Moreover, they specialize in bringing to perfection some one or two products. They have extensive practice in the use of the pressure cooker, the fireless cooker, the thermometer, etc.

The cooking is only one part of the course, although it is the part which receives the major amount of time. Housewifery, house furnishing, dietetics are features which we motivate by connecting the work with the life of the student.

For example, the underweight pupil has her own particular problem in dietetics. This girl will keep account of her weight. She will check up her diet on the several outstanding features which she should stress. The same would be followed in the case of a girl who suffered from headaches as a result of faulty diet. The school doctor and school nurse give great help in giving impetus to our efforts to establish health habits.

The spirit of the domestic science room is that of "lend a hand." It is caught not taught, and it motivates the activities just as truly as ideals rule the world. If there is real work going on in a cooking room there must be co-operative service. It means getting together. One or two girls will be obliged to do work that will be for the benefit of the others at the beginning or end of each lesson. I feel that this fosters the spirit of fair play. Subsequent lessons will give a chance for the other girls to bear their share. Learning to live together, to work together and to carry one's own pack is surely engendered in the cooking room that is properly run.

The domestic science lesson is overwhelmingly interesting to the average girl. It is self-motivating. It is more than interesting. It is generally looked upon as a period full of adventure. When a girl successfully completes a loaf of cake or a loaf of bread, especially if it is for her first time, she gets a thrill that is apt to be more real than the glow of satisfaction accompanying success in academic work. This vitalizing aspect of the subject is a solace to the teacher. Academic teachers as well as teachers of cooking realize that domestic science marks a break in the program; that it is a sort of oasis for the pupils. At the same time, the domestic science teacher should be keen to appreciate that while learning to cook and keep house may be very absorbing when done in the social atmosphere of the classroom, homekeeping in the long run is attended with considerable monotony unless one has a broad vision. The future housekeeper must not be dehumanized by learning only those phases of homekeeper that stimulate at first, but soon lose their fascination. To this end the domestic science teacher will correlate her work with the other departments in the school, especially the science, the art and the English department, in order that her pupils may direct a home that will be "mechanically convenient, physically comfortable, economically sound, socially responsible, artistically satisfying, mentally stimulating, morally wholesome, spiritually uplifting."

The problem of education is to adjust equality to quality.—Charles F. Thwing.

BITS OF SUNSHINE

NORA M. ATHERTON
Madison, S. D.

Yellow has always been a favorite color of mine. When a small child, if I were allowed any choice in the selection of my clothes, I tried to find something of a yellow shade, and if I failed in that, red was my second choice. My grandfather was a slaveholder in Kentucky in the days before the Civil War, and the only thing I recall as unpleasant about my love of these colors was my parents' teasing remark that "red and yellow were 'niggers' colors."

That preference in regard to colors is still mine, and all things yellow, whether clothes, flowers or birds, appeal to me. I have a very dear neighbor, a Swedish lady, who is a great lover of flowers, which seem to grow like magic under her untiring care. She knows my failing for the sunshine color and always saves the "jellow" blossoms for me.

Perhaps my fondness for yellow is a reason for my special admiration of the dainty little goldfinch. However, aside from his beauty, he has much to recommend him in his record of good deeds and charming songs.

Very early in the spring these lively bits of sunshine come to my lawn. Scattered about over the velvety green grass they resemble nothing more than spots of brilliant gold dotted here and there. Now and then one from the flock rises from the ground and in characteristic dipping wave-like flight, which is accompanied by the song "S-w-e-e-t," in an ascending scale, flies to a tree near by. Sitting there, turning his saucy head with its jet-black cap, from side to side, no doubt he favorably compares his own lady-love with her many dull yellow sisters there among the flowers.

Last spring the whole flock lingered about my lawn for a few days, picking at the ripe dandelions, which in spite of my best efforts at eradication, had produced abundant seeds. The dish of clear, sparkling water on the lawn was made to sparkle more brightly by the glittering reflection of these brilliant little creatures as three or four splashed and spattered about on its shining surface.

After some time spent in happy honeymoons, the flock disappeared or rather, perhaps, seemed to scatter to many fields or lawns. During the days that followed I frequently saw devoted pairs about the shrubs or at the bath.

About the middle of the summer, when the days grew warmer, I noticed that one pair of my favorites lingered about the place and appeared to be very interested in that part which contained a willow hedge and a lettuce bed. It was not long until they were gathering material for their nest. After they had fashioned a very neat and shapely outer structure in the forking branches of a low tree, I placed upon the top of a bush near by, some cotton taken from a jeweler's box. It did not take long for the quick eye of Lady Goldfinch to discover it and put it to use.

This with the down from the dandelion and thistle blossoms made a wonderfully soft and dainty lining for the little cradle, and soon the four pale blue eggs were resting cozily in their downy bed.

A few days after I had observed the full complement of eggs in the nest, I put some more cotton among the branches of the bush, hoping to entice another pair to build near my home, but Mrs. Goldfinsh could not let such valuable household furnishings go to waste, and immediately gathered the cotton and took it to her home, where she carefully tucked it under and about each of her treasured eggs.

In the allotted time the baby birds emerged from the thin shells, which their mother carried a little distance away from the nest and dropped on the lawn. Then hastily selecting a toothsome morsel in the form of a plant louse from the sweet pea vines, she returned to her newly hatched infants and offered them the tempting bit, which one of them greedily accepted and with wide open mouths and feeble chirps the entire four coaxingly begged for more. Both of the parents worked almost continuously throughout the day providing suitable food for their rapidly growing babies.

All during the incubation period Mr. Goldfinch sang a delightful canary-like song. He and the male wren that nested near by, seemed to vie with each other in their musical efforts, but now with his newly found family cares, he had little time to sing. Not once did I hear him sing after the first day of caring for the little ones until one day while walking about the lawn I heard a young bird's call. From its continued repetition I knew that it was given by the young of some species, and I spent some time in an effort to locate the wayward bird-child before his parents saw me, but I soon learned to whom he belonged, for the anxious parents quickly flew to the tree and fluttered about in the most nervous and excited manner.

After a time they tried different tactics to draw me away from their youngster. Mr. Goldfinch flew some distance away and began to sing and I must admit that his efforts were not in vain, for his song was so sweet and he sang it so earnestly that no one could resist the temptation to see the performer.

After watching him for a while, I returned to the tree. Mrs. Goldfinch made no sound whatever at my approach, but fluttered to the ground and limped away, dragging one hanging wing after her. I had seen the Yellow Warbler mothers do this same thing, and I was not to be deceived by such a ruse. She did present a very good imitation of a wounded

bird, however, and I took the cue and followed her. She allowed me to come very close to her several times, but always kept safely out of my reach until both of us were what she considered a safe distance from her helpless little one. Having accomplished her purpose, for the time being, she then rose and with swift, sure flight in the characteristic wave-like manner of the species flew to the other side of the lawn.

The next morning while I was replenishing the supply of cheese and seeds in the food box that we maintained for the convenience of our bird visitors, I noticed a very young bird wabbling with uncertain steps across the cement sidewalk. I cautiously approached him, and took him in my hand. He appeared almost too young to be out of the nest. His wings were hardly strong enough for flight, his legs were weak and wabbly, and he had no tail with which to balance himself. Two little fuzzy tufts of down still decorated the top of his head. He did not realize his danger until his parents discovered his plight, then the mother flew to the grass close by and called over and over "B-a-b-ee," "B-a-b-ee," "B-a-b-ee." "B-a-b-ee," "Come here," "Come here," "Come here."

After a little time, I put him down on the ground and she flew to him and stroked him with her beak, all the while saying "B-a-b-ee," "B-a-b-ee," "B-a-b-ee." Then she flew a few feet farther on and called to him. The poor tottering little fellow, by much unbalanced stumbling and staggering, finally made his way to her. Again she flew a few feet farther on, thus coming nearer to a clump of bushes which was her goal, and continued in kind and appealing tones to call "B-a-b-ee," "B-a-b-ee," as before. By this time the brilliantly-colored father of the family arrived on the scene and added his encouragement to his struggling offspring by calling in the most endearing tones, "S-w-e-e-t," "S-w-e-e-t," "S-w-e-e-t," "S-w-e-e-t."

Different students of bird songs and call notes have different interpretations of the various efforts that they make to be understood, but surely no one could have mistaken the word "B-a-b-ee" as uttered by this anxious Goldfinch mother to her dearest treasure.

I remained at a respectful distance and watched the parents safely hide their baby away in the shelter of the thick rose bushes, after which they flew away, only to return in a very short time with worms and bugs for the little one, which appeared to be their only concern in life. His welfare was their only thought, and no doubt, the cause of much sacrifice on their part, but later a golden yellow songster, capable of earning his way through life as a weed and insect destroyer, scattering sunshine and music wherever he goes, cheering the gloomiest days with his sparkling beauty and filling the air with his charming songs, will be their reward and their offering to the world of bird-lovers.

DID YOU EVER

H. F. STOUT

Did you ever have a pupil who was bad clear to the core,
Till you thrashed him and then asked him if he wanted any more?
Who was filled chock full of meanness from his head clear to his toes,
Till you wondered if the devil masqueraded in his clothes?
And then have seen that youngster make his way and gain renown,
Run a bank and be elected as the mayor of your town?

Did you ever have a pupil who was all a boy should be?
Who looked upon the school as his great opportunity?
Who seemed to have a halo for his goodness everywhere,
Till it seemed that things were better whenever he was there?
And then have seen that fellow who seemed exactly right
Be the first one of your pupils whom the jury would indict?

Did you ever have a girl in school who was always chewing gum?
Who talked when not reciting, at which time she was dumb?
Who cut up all the capers of a flapper of today,
Till it seemed that naught could stop her from a wayward downward way?
And then have seen that flapper take the lead in her home town
In every righteous movement and do it good and brown?

Did you ever have another who drank well from wisdom's spring,
Beloved by everybody, who found good in anything?
Who walked in paths of rectitude and followed wisdom's ways,
Till all you heard of that dear girl was well deserved praise?
And then have seen that girl pick out the worst man in the town,
Till afterward her pathway was down and down and down?

Such things sometimes do happen as everybody knows,
For boys and girls sometimes turn out not just as we suppose,
The Maker has a mission for each one of them today,
And maybe we can help Him if we learn how to pray.
And when our pupils seems to be but concentrated hell,
Maybe they'll do the best of all. We can't most always tell.

—Mississippi Advocate.

SOME SPECIFIC ACCOMPLISHMENTS OF PRINCIPALS RELIEVED FROM CLERICAL DETAIL

E. RUTH PYRTLE

Principal, McKinley School, Lincoln, Nebraska.

[Given before Elementary Principals' Section, Cincinnati.]

Since the work of the principal is generally recognized as the pivotal point in the administration of a well organized school, it follows that the principal should not use her time in clerical detail which could be done by a clerk. The service which a principal should render a school and a community should not be curtailed because her time is required in clerical detail that a clerk or helper could do as well, sometimes better.

Men and women should be chosen for principals because of their broad vision of life's values, their thorough preparation for leadership, not only of teachers but in community life, their sympathy and tact, and in addition to these very necessary general qualifications, a clear knowledge of the technique of instruction and the ability to give aid and direction to the individual teacher in her work. That she may have sufficient time and energy to do these duties well, she should not spend time on detail office work.

Much of a principal's time is needed for conference with parents and patrons to aid them in a better understanding of the ideals and standards of the school, to insure sympathetic co-operation in the joint job of school and home in training our children for efficient citizenship. The "good old days" when the teacher visited each home or boarded a given amount of time in each home had its advantages as well as disadvantages. This plan meant that at least the teacher was acquainted with each home environment. The general tendency today is to know far too little of the child's real home environment. To help offset this, I saw, last fall, every grade in a certain building have an afternoon meeting of parents visiting the regular class work, ending with a social half-hour with refreshments. The plan worked to get parents acquainted with each other as well as with the teacher and the school.

The P. T. A. was responsible for these numerous get-acquainted meetings, but we all know the principal is the real responsible person for the success of such a plan. These meetings were in the fall months and gave opportunity to get understanding and sympathy with the general Health Program for the building. This included weighing and measuring of all children, special attention for underweight children in mid-morning milk lunches and a nutrition clinic class for children more than 7 per cent. under weight. After the mid-morning milk-lunch the children of this nutrition class were given a quiet rest period of twenty minutes every morning when the children were expected to sleep. The mothers came once a week for conference with special doctor and nurse, when the health chart of each child was carefully gone over. This type of corrective health work could not be done if the principal of the building were not leading in the work because of, not only her interest in the work, but having the time and energy to direct it.

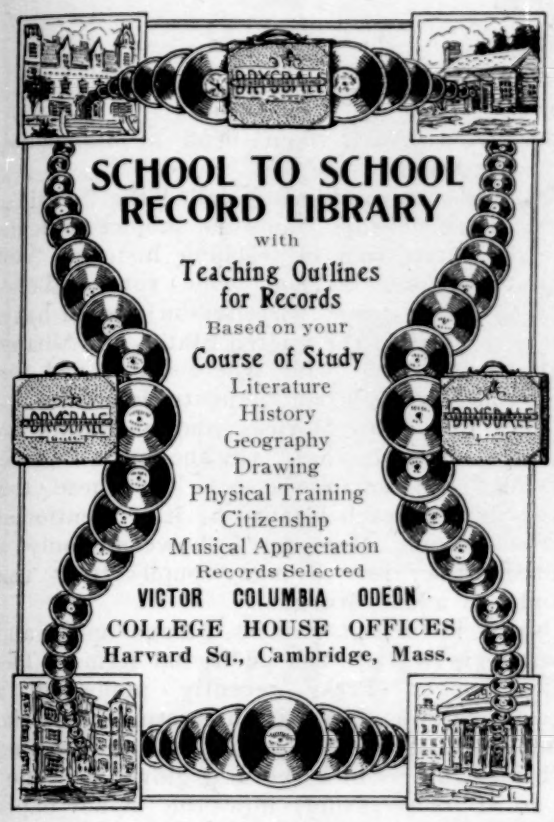
In this same city the fine general regulation on ventilation requiring all schoolroom windows to be open four inches, top and bottom, unless temperature drops below sixty-eight degrees, or the general requirement that teachers direct organized games for each grade in the fifteen-minutes outdoor morning recess, needs the supervision of the principal. Such important health regulations might be neglected if constant supervision were not given by the principal.

The individual child, the school and the community gets a bigger return for the investment of a principal's salary when the principal spends his time or her time in follow-up work of the school psychologist, the school doctor, tests and measurements department, the various supervisors, etc.; rather than in her office doing the work of an $80.00 clerk.

Some of the most valuable work of a principal is the contribution in committee work—working out courses of study, helping to make new building plans, etc. A new type of clinic being conducted by one principal and teacher and the primary supervisor, assisted by the Research department, is a reading clinic. These people are attempting to diagnose reading disability and find remedies.

One of the most important of all the obligations or duties of a principal is to furnish inspirational leadership of her teachers. To do this, she must have a comprehensive knowledge of the supervisory technique of the instructional work in her field, she must be well read, she must travel, she must attend educational and civic meetings, she must take her share in community leadership—all this takes time, and so principals should have the time to make particular preparation.

Radio is one of the chief agencies for the cementing of international brotherhood.
—Fred M. Hunter.



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THOMAS A. EDISON

["Thomas A. Edison." An Intimate Record by Francis Arthur Jones. Revised edition. Cloth. Illustrated. 399 pages. New York: Thomas Y. Crowell Company.]

We can think of no other American in whom so many Americans have been intensely and appreciatively interested for so many years and to whose personality and achievement so few people have been indifferent for so many years as in the life and work of Thomas A. Edison, and we know of no man who has a better intimate biographer than has he.

Mr Jones has a fascinating way of writing anything, and his four pages "Foreword," telling how he happened to know Mr. Edison and how he happened to write the original book in 1907, is almost as interesting as anything about Mr. Edison.

Like the author, I have been interested in Thomas A. Edison since the first thing I read about him, and I have read everything I have seen about him in all these years, but I have never been able to know so much about him that I have ever dared to use him as an illustration in anything I have ever spoken or written. I have known several persons who have known Mr. Edison, and all these have been enthusiastic reporters of their "intimate acquaintance," but no one has left me with a feeling that I knew enough about Mr. Edison to speak or write about him.

There is no other exceptional man with whom I have had the same experience. I felt that I knew John Burroughs after I read his first book, and have used him as an illustration with voice and pen for years. The same is true of Henry Ford and Babe Ruth, but Thomas A. Edison is to me the same Wizard that he was when he was the "Wizard of Menlo Park," when he made the path to the Patent Office "hot with his footsteps."

Francis Arthur Jones makes the story of Thomas A. Edison very real as a story, but I no more feel as though I know him than I did the first time I read about him. I appreciate the book as I do the heights and depths of the Yosemite or the Yellowstone Park that make me wonder at their glory as the marvels of creation, but I shall never know them intimately enough to describe them. I was once asked to conduct a Sabbath service in the Yosemite Valley, and I replied: "It would be sacrilegious." Thomas A. Edison is to me an industrial creation direct from the hand of the Creator, and Mr. Jones makes me feel that more than ever.

ASSISTANTS TO TEACHING HISTORY

CARRIE A. RITTER

Albany, New York

[Delivered before Training School for Teachers in Syracuse.]

There is no reason why history should be a dull subject for the average student. It is not all dry facts, it deals with romances and personalities as well as dates and laws.

Why should we study history? We stood on Burial Hill at Plymouth two months ago and looked away over the sunset-lighted bay and felt the chill of night stealing over this shrine of America. "Do you realize what it means to stand here?" the gentleman of the party asked. "Think what it meant to that little band of pilgrims with three thousand miles of stormy Atlantic between them and their friends in England, with only the frail Mayflower riding at anchor in the harbor as a connecting link to their homeland. Around them were forests peopled with Indians of whom they knew nothing. Ill-fed, inadequately clothed for a more severe climate than any they had ever known, living in rude log cabins which, though they had roaring fires, were far different from their homes in England and Holland; what a change must it have been for these settlers. Think of night coming down as it is on us now! It is an honor to stand here and remember the Pilgrim Fathers."

Brave little band! The only wonder is that the half who did not sleep on the hillside beneath the sprouting Indian corn, did not wish to return to England, but not one went back in the Mayflower.

The same heroic beginning is true of each of the other colonies. There were the fur traders pushing up the unknown river into New York, the Huguenots seeking refuge in the New World, the explorers looking for gold in Virginia to be succeeded by a wiser class of settlers.

For the sake of these we study history. It is to them we owe our right to be here, our schools in which we study or teach, our homes, stores, industries, in fact, our country.

Some parts of history seem dull, such as the reconstruction period following the Revolution; yet that is indelibly stamped with the life history of Alexander Hamilton, first, as aide-de-camp to General Washington, then as the establisher of a system of finance which still exists. In Albany you can see the Schuyler house where Hamilton courted and married the General's fair daughter. Some of you may have read recently the story of Hamilton's son who one night cried for his father to stay with him because he was frightened, as children often are after being put to bed. Mrs. Hamilton was away, perhaps purposely sent by her devoted husband. But Hamilton said he had an appointment and must go. Would that he had listened to the cry of his child. The next the boy remembered, men were bringing back the father from Weehawken—dead at the hand of Aaron Burr.

This same Aaron Burr is called the "Father of American Politics," another subject difficult to make interesting in teaching history. Yet Burr's story is thrilling. One vote and he (instead of the scholarly Jefferson) would have been President of the United States. In Albany is the Fort Orange Club where Burr lived for some time before his unfortunate downfall.

There are many devices and assistants to use in teaching history. Outline maps can be introduced in small classes. On these the pupils indicate each locality as it is mentioned in the lesson. Maps have, however, only a limited value, for to many pupils their use is only an added drudgery.

Other histories, readers, magazines, and newspapers will furnish additional items. The Knickerbocker Press recently published a special edition full of interesting material about the Hudson Valley and vicinity, telling such incidents as how the first glover happened to go to Gloversville; how the money-paper for the mints is made in the mountain village of Dalton, Mass., and how the water power of the Mohawk was harnessed at Cohoes.

Early impressions of history are often gained from school readers. One of the Appleton books years ago contained a story about Prudence Hathaway, who fell asleep over her history lesson, and dreamed she was an Indian princess, watching the ships of Columbus coming like white-winged birds. So vividly did this impress my imagination that I can picture the whole scene still.

There was, too, the story of the boy, Ben Franklin, who as the leader of his playfellows, built a wharf at the Frog Pond on Boston Common for convenience in fishing. The stones used were intended for the foundation of a house. Of course this led to complications involving the boys' fathers. I do not know whether this tale is authentic, but at least two places in Boston I wanted to see years later were the frog pond and Milk street mentioned in the story. It is well if we can thus make history real to the children.

In every community there is someone who has the history hobby and can be induced to come and tell the pupils about prominent events or bits of local history.

Pageants are especially good to vivify the study. Recently I heard a minister say that at every field-day a pageant illustrating some local incident should be staged. It does not take much talent or skill on the part of the actors to put on creditable performances. I witnessed scenes from the life of Columbus por-

[Continued on Page 392.]

Do You Know What It Means to Be Free from Worry?

Human life would be greatly lengthened were it not for worry about the future.

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J. M. Hammond, Principal Washington School, Sandpoint, Idaho, wrote: "It is a great feeling of security to know that if sickness or accident overtakes me, the T. C. U. at once becomes paymaster, affording ample means for myself and family until health is restored."

Miss Ina E. Gittings, Tucson, Ariz., wrote: "There is no investment so assuring and so reasonable as this. The T. C. U. are entirely friendly and do not try to evade their responsibilities."

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ASSISTANTS TO TEACHING HISTORY

[Continued from Page 390.]

trayed by very young girls. One scene represented the school children scoffing at the dreamer, Columbus, and pointing to their heads to show he was touched there; then the schoolmaster came and drove them before him to their lessons. A second was the audience before Ferdinand and Isabella, while the last was that in which the men beg the adventurer to return. That night they saw lights on the shore.

The settings and costumes can be very simple, leaving much to the imagination of the audience. The mothers will gladly supply many of the needful articles. A wonderful cloak can be made from an old silk petticoat gracefully draped up on the left shoulder and fastened with a sprig of real pine or spruce, Sir Walter Raleigh himself need not ask for a better. A rough old Tam o' Shanter jauntily cocked up on one side with a similar green spray will make any child look the prince. The most magnificent ermine to edge a royal robe can be made from surgeon's cotton with dabs of shoe-blacking on it. At a distance the audience will fail to detect its plebeian origin.

Nor is it necessary for the actors to memorize long parts, for much can be done in pantomime as is illustrated by the success of the movie.

Fiction is a valuable asset to history teaching. With the facts are combined adventure and romance, by the skilful pen of such people as James Fenimore Cooper, W. Gilmore Simms, Irving Bachelder, Everett Tomlinson, and Jane Austen.

It is but a step from fiction to biography, the true story fully as absorbing as the fictitious one. Who has not enjoyed the biography of George Washington, Theodore Roosevelt, Grover Cleveland or John Paul Jones?

But it is to poetry we owe much, for that with its rhythm lingers with us. We have all heard the speed with which the schoolboy rattles off "Listen, my children, and you shall hear of the midnight ride of Paul Revere." We know "Barbara Frietchie," too. In front of the Capitol at Albany is a statue of Phil Sheridan, mounted on his famous horse. Often you will see some stranger look up at the stalwart figures and murmur "And Sheridan twenty miles away," so they know that poetry. And why the statue in Albany? Because Phil Sheridan was born only a few streets away from Capitol Park.

You know, too:—

"By the rude bridge that arched the flood,
Their flags to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world."

There is a poem called "The Battle of Lexington," a few words of which often come back to me, "They only knew they could but die, and death was not the worst of all." But probably you do not know as well that poem of Benjamin F. Taylor's beginning "Fort Stanwix's guns are dumb, no longer Death grins from embrasures blackened with their breath." It goes on through the story of the Battle of Oriskany, tells how General Herkimer and his horse were wounded and fell; how the men bore their leader to a fallen tree:—

"There reclined he fought the battle through
With orders cool, as if he never knew
That every breath he drew around him whirled
An instant summons to the other world."

So he lay and smoked, directing the battle on to victory. You know he died that night as they bore him back to camp. You may see this depicted in stone at the village of Herkimer in the Mohawk Valley.

We all of us have heroes. One of mine has always been General Francis Marion, the "Swamp Fox" of the South. He never was defeated, for he knew when to retreat. You have heard the story of the British officer sent to treat with the General about exchange of prisoners. He was blindfolded and led through the morasses to the camp. The General and his staff were at dinner; they were seated on logs with another log for a table on which lay roasted sweet potatoes, the only food they had. The officer was courteously received and invited to share the potatoes. The terms of exchange were agreed upon; the young man was again blindfolded and led out, to resign his commission. Never again would he bear arms against a people who would sacrifice so much for their country. There is a long poem which purports to be written by one of the followers of Marion. Here is a bit from it:—

"We follow where the Swamp Fox guides,
His friends and merry men are we,
And when the troop of Tarleton rides
We burrow in the cypress tree.
* * * * * *
Now light the fire and cook the meal,
The last, perhaps, that we shall taste.
I hear the Swamp Fox round us steal,
And that's a sign we move in haste.
He whistles to the scouts, and hark!
You hear his order calm and low—
Come wave your torch across the dark
And let us see the boys that go.
We may not see their forms again,
God help 'em, should they find the strife,
For they are strong and fearless men,
And make no coward terms for life;
They'll fight as long as Marion bids
And when he speaks the word to shy
Then—not till then—they turn their steeds
Through thickening shade and swamp to fly.

"We follow where the Swamp Fox guides,
We leave the swamp and cypress trees,
Our spurs are in our coursers' sides,
And ready for the strife are we—
The tory camp is now in sight
And there he cowers within his den—
He hears our shout, he dreads the fight,
He fears and flies from Marion's men."

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New York State where everything teems with interest, hill and valley, lake and wood. To have seen places and to be able to describe them is a valuable historical asset for pupil or teacher. Onondaga County has Green Lake with not only its wonderful geological story but also the abundance of Indian lore connected with it. Some of us have stood on the shore of Onondaga Lake watching the gorgeous sunset for which it is noted. Surely we do not wonder that Longfellow and Lossing tell us that from here Hiawatha ascended into heaven. Below Albany in the ravine of the Norman's Kill is the "Vale of Tawasenta" of which Longfellow sang in the same legend.

As we go down through Albany on a bright morning the gilded cock on the Madison Avenue church flaunts himself as gaily as he did over the little pioneer town before the Indians pierced his body with their shots. It is claimed that under the floor of that same church lie the ashes of those first Dutch settlers, but there is a controversy over this, some say they are buried elsewhere. In the First Reformed Church are the hour-glass and pulpit brought from Holland. In the streets of the city are brass markers—one tells how a messenger riding a weary, foaming horse came to the gate to tell the people that the Indians had massacred the settlement at Schenectady and were advancing toward Albany. Another tells that here died Dewitt Clinton, to whom we owe the prosperity of central New York because of the building of the Erie Canal. Another tells us where stood Fort Frederick, guardian of this lonely little stockaded town. Under the floor of St. Peter's lie the ashes of General Lord Howe, who died on the way from Fort William Henry after the battle. There is more controversy over this; another place claims the honor. At least above in the belfry hangs the bell, gift of Queen Anne to the first English church in the colony. On the day when the crowd waited below to commemorate the burial of President Harding, it was this bell that struck the first note.

So we can go on indefinitely telling of local history in every part of New York State, though, of course, not infrequently two places claim the same historical honor. Pictures, too, are of great value. You can buy many of various sorts, but you can take some which will be of even more interest. As far as possible leave people out of the snap-shots, for they detract from the value, centring the interest on the wrong thing. I have seen photographs of historical places entirely spoiled by second cousin Susie in the foreground, or even an unknown sightseer leaning on the monument depicted. They are inexpensive, easily replaced if destroyed by rough handling.

These are but a few of the many aids any one may find to make history live again for the student. The pupils themselves, if attracted by the way the subject is presented, will furnish other assistants.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

PROCEDURES IN HIGH SCHOOL TEACHING. By Douglas Waples, Ph.D., of the University of Pittsburgh. Cloth. 346 pages. New York: The Macmillan Company.

It is exceedingly interesting to see how much attention high school teachers are receiving just now. It is quite thrilling, this ardent devotion of publishers and authors to the practices, principles, methods and devices of teachers in secondary schools. And every book has material and treatment of conditions that have never been presented by anyone else. And this is not sarcasm, although it is sometimes amusing to see the way this fact is stressed. Take, for illustration, the opening paragraph in Dr. Waples' Preface:—

"The material contained in the following pages has been organized in the form of unit exercises. This form is intended to serve two important purposes, both of which have seldom been accomplished by any one textbook in the field of high-school methods. These purposes, are, first, to present a variety of classroom problems from which the teacher may select those most significant for him; and, second, to supply some of the information and guidance he needs in order to solve these problems successfully. These exercise materials have been developed experimentally over a period of years and have proved useful to various types of training classes in their present form. The chief purpose of each chapter is to challenge the teacher's thinking and to stimulate criticism; criticism of conventional methods of teaching, of the teacher's own standards and technique, and of the training course itself as an example of good teaching."

Every word of that is true. Nothing of this has been done in the same way or in as good a way as it is done by Dr. Waples.

And some way every one of the recent books on High School Procedures is adventuring in an unbroken field. No high school teacher can feel comfortable in his work unless he takes time and gives thought to these new books, of which Dr. Waples' "Procedures in High School Teaching" is of especial interest and value. To use a much abused, semi-slang term, he is "down to brass tacks all the time."

ABRAHAM LINCOLN, MASTER OF WORDS. By Daniel Kilham Dodge, University of Illinois. New York: D. Appleton and Company.

We regret that we did not adequately appreciate the fact that this study by Professor Dodge was especially adapted to the before Lincoln's birthday attention, for it has a wealth of wholly new material. Professor Dodge admits that Lincoln falls little short of being "the god of his idolatry," which accounts for his intensive study. There is reason for universal congratulation that there is one worshiper of Abraham Lincoln who has taken the trouble to make a genuine contribution.

Professor Dodge's intensive study has led him into some fields not hitherto reached. He has especially reveled in the newspapers of Lincoln's day. Perhaps the most surprising phase of this study is his presentation for the first time of the various incorrect reports of the famous Gettysbury Address.

This study should set at rest for all time the foolish tradition that the address was hastily written either on the train or after he reached Gettysburg.

We read the Gettysburg Address at the time with profound emotion. I memorized it and have repeated it on many occasions in the last sixty years, but I never read Edward Everett's address and I have never found any one who did. That address of President Lincoln has always been the centre of my interest in the man, but it has never meant as much to me as it will mean evermore, thanks to this remarkable study by Professor Daniel Kilham Dodge. Indeed the whole study of Abraham Lincoln as "A Master of Words" is, we think, the best contribution that has been made in one small volume.

Although we knew much of the viciousness of the opposition and though we hurled bitter epithets in debates with Northern defamers of Lincoln in the winter before his assassination, we had forgotten that such things were said and written about him and his oratory in 1863-4 as are quoted in this study of the newspapers of that day by Professor Dodge. It is a notable contribution and we do hope that it may have a universal reading.

SHORTHAND DICTATION EXERCISES. By Jeanette C. Hall, New Rochelle, New York, and William H. Cunningham, Boston. Boston, New York, Chicago, and San Francisco: Ginn and Company.

These exercises have been as carefully arranged as any scientific work in laboratory practice, arranged for adaptation to varying degrees of ability and to lay a foundation for speed without sacrificing accuracy. With great care the authors have provided word groups which furnish adequate practice in expressions which are of frequent occurrence in business and others which present the greatest difficulties in connection with letters which follow. The authors have been at infinite pains to meet many of the difficulties likely to arise in real work.

COLOMBA. By Prosper Mérimée. Edited, with introduction, notes, exercises, and vocabulary, by Charles E. Young, Ph. D., associate professor of Romance Languages, State University of Iowa. Cloth. Illustrated. ix+293 pages. New York: Charles E. Merrill Company.

Mérimée's "Colomba" has come to be almost a tradition in the teaching of French in this country. It was one of the first texts edited for class use, and has been re-edited many times to meet the demands of French teachers or to satisfy the desire of publishers to have it on their lists. Most of these editions are of uniform goodness, conforming to the usual standards and conscientiously executed. There is one striking edition in which the text serves as basis for abundant exercises, in effect making the book a combined reading and composition text.

Professor Young's edition is well and carefully edited, like its predecessors, but it goes somewhat further. Without using the text solely as exercise material and thereby taking the risk of impairing the student's appreciation of what is really a fine book, Mr. Young has sought to make his edition accord with present tendencies in language study by providing exercises—some thirty pages of them—for oral and written practice. For each chapter there are three sets of exercises: Questions in French to be answered in French; English paraphrases to be retranslated into French; and a set of varied assignments—blanks to be filled, directions for changes in tense, person, number, etc., questions on grammar, and suggestions for writing original sentences. Drill on idioms used in the text is also provided. The introduction is brief and

informative, the notes and vocabulary unusually full and apparently accurate. Mechanically the volume is very attractive.

"One more edition of 'Colomba'!" some French teachers will say. In this case, however, it is not a mere duplication of a task already done, but a decidedly worthwhile and workmanlike piece of work.

PERSONNEL PROBLEMS OF THE TEACHING STAFF. By Dr. E. E. Lewis, superintendent, Flint, Michigan. The Century Education Series. Dr. Charles E. Chadsey, general editor. New York: The Century Company.

One reason why the personnel element in school administration is so perplexing is the difficulty it presents to an author who is still a superintendent and the challenge it is to some teacher to write a book on the personnel element in the superintendent's office, for just now there are perplexities in trying to be wise, and not otherwise, in describing the personnel element in superintendents as well as teachers.

Dr. Lewis always attacks vexed and vexing problems heroically, as he has in this treatment of "Personnel Problems of the Teaching Staff," but he puts the soft pedal on whenever he finds it necessary to consider the personnel in supervision. His heroism is most manifest in the discussion of the "Personnel Problems of the Teaching Staff."

With the increase in the number of pupils and in the complexity of the curriculum, school administration is not the simple matter that it once was. Universities and colleges and normal schools in large numbers are giving courses in school administration. They are attempting to train students for the duties of public school superintendents and principals. Typical of the problems which it considers are: The selection and hiring of teachers, judging a teacher's work, helping teachers "to find themselves," dealing with the peculiarities and idiosyncrasies of teachers, the preferability of married or unmarried teachers, the advantages and disadvantages of home talent, factors determining salaries, the turnover of the staff, how to increase tenure, the outside activities of teachers, and teacher organizations. These problems and their accompanying bibliographies make "Personnel Problems of the Teaching Staff" an unusually practical text.

We lack the courage to consider the views of Dr. Lewis on "Teachers' Organizations," and we compliment him on dodging a discussion of State Teachers' Associations. With all his heroism, and it is certainly great, we are quite as much interested in his detours as in his highways, in his retardation as in his acceleration, in where he puts his foot on as where he lets his brain run. It is certainly an exceedingly interesting book, one of the most interesting of recent professional publications. The publishers emphasize its availability for Teachers College courses in school administration. We think it vastly more available for a superintendent's class of teachers in service, for Parent-Teachers' Associations and for Boards of Education. It is a book for extensive use in city systems as well as for intensive use in Teachers Colleges.

THE JEWS IN THE MAKING OF AMERICA. By George Cohen. Introduction by Edward F. McSweeney, LL.D. Boston: The Stratford Company.

This book traces the origin and development of the Jewish community in America with particular reference to its effect upon the general life of the Republic.

Beginning with the Jewish participation in the discovery of America, it depicts the early influence of the Jews upon the spiritual foundations of America, upon the republican ideals and upon its Puritan foundations.

It sketches the effect of the Jews upon the early economic life of the country and reveals their great influence in the early international commerce. The participation of the Jews in the various wars of the Republic is also fully treated.

The volume contains a general survey of the Jew in the various domains of American life, the literary, the musical, the scientific and the religious.

HISTORIETAS. By Francisco Piñol, assistant professor of Romance Languages in Connecticut College. Cloth. Illustrated. x+161 pages. Price, $1.28. Yonkers: World Book Company.

Despite the vast increase in reading material for Spanish classes, it is always a pleasure to encounter a new book that is at once interesting, reliable and teachable. Such a book we have in "Historietas," in which Professor Piñol, one of the best of our Spanish teachers, has put the fruits of his successful experience in teaching Spanish to American students. Of Spanish birth and American experience, the author combines the advantages due to both these facts, and his book is evidence of his ideal qualifications for his task. Intended for beginning students or those still in the early stages of their study of Spanish, the volume contains forty-three "historietas" (short stories, anecdotes), followed by six longer selections dealing with history and tradition and by a number of selections from such excellent Spanish poets as Campoamor, Bécquer, Espronceda, Rubén Darío, Fernández Shaw, and Villaespesa. There is literally not a dull page in the book. Professor Piñol has provided a considerable amount of exercise material, together with notes in Spanish and a reliable vocabulary. Both oral and written drill based on the text is possible, and proper attention has also been given to grammatical matters. The book is beautifully gotten up, like all the volumes of the "New-World Spanish Series"—attractively printed and bound, and illustrated with photographs of scenes in Spain and with reproductions of the works of such Spanish painters as Velázquez, Zurbarán, and Sorolla. Because of the interest and variety of its material and because of the teachability of the form in which this material is presented, "Historietas" is unquestionably one of the very best of recent publications in Spanish.

BOOKS RECEIVED

"Child Labor." Compiled by Julia E. Johnsen. New York: The H. W. Wilson Company.

"How Much English Grammar?" By Martin J. Stormyand and M. V. O'Shea.—"Nature and Development of Learning Capacity." By William Henry Pyle. Introduction to Educational Psychology. Baltimore, Maryland: Warwick and York, Inc.

"Exercises on the Apparatus." By W. J. Wittich and H. C. Reuter. Price, $2.00.—"Rinnce Na Eirann, National Dances of Ireland." By Elizabeth Burchenal. Price, $3.00. New York: A. S. Barnes Company.

"The Story of the English." (New Edition.) By H. A. Guerber. New York: American Book Company.

"Forty-four Essays." By Christopher Morley. New York: Harcourt, Brace and Company.

"The Jones Complete Course in Spelling." By W. Franklin Jones. Chicago: Hall and McCreary Company.

"The Excess of Pacifism." By Omer J. Chevrette. Price, 50 cents.—"Cables and Wireless." By George Abel Schreiner. Price, $2.50.—"Immortality." By H. C. Hoskier. Price, $2.50. Boston: The Stratford Company.

"The Prevention and Correction of Errors in Arithmetic." By Garry Cleveland Myers. Chicago: The Plymouth Press.

"How to Use Your Mind." By Harry D. Kitson.—"Agricultural Mechanics." By Robert H. Smith.—"Our Own United States." By Walter Lefferts. Philadelphia, London, Chicago: J. B. Lippincott Company.

"The Chronicles of American Photoplays." New Haven, Connecticut: Yale University Press Film Service.

"Un Verano en Espana." By R. B. Weems.—"The Constitution of the United States." By Robert A. Maurer and George J. Jones. Boston, New York: D. C. Heath and Company.

"Real Stories of the Geography Makers." By John T. Faris.—"Learn to Study Readers," Book Three. By Ernest Horn and Maude McBroom. Price, 80 cents. Boston: Ginn and Company.

EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Rev. William C. Pond of San Francisco, who was graduated from Bowdoin seventy-seven years ago, will be present at the next Commencement. When his ninety-fifth birthday was recently celebrated by San Francisco churches, the people who gathered to do him honor included eighteen grandchildren and twenty-six great-grandchildren.

The University of Texas owns 2,080,000 acres of land of which more than 100,000 acres are under oil development. The University receives a one-eighth royalty on the oil produced by wells on its lands, amounting to an annual income of approximately $600,000. It will soon become the most richly endowed institution of higher learning in the United States, if the present rate of oil development continues.

Clarence R. Stone of San Diego, Cal., author of works on Silent Reading, asserts that a large percentage of high school pupils have not attained the reading ability which their studies require and which modern life demands, because the middle and upper grades have followed the traditional stereotyped form of oral reading.

"Scientific investigation has shown that silent reading and oral reading have essential differences and that the most satisfactory results in developing ability to read cannot be obtained by the use of the oral reading method alone. One of the best examples of educational progress is found in the excellent results obtained in teaching little children to read."

It was confidently asserted, at a meeting of the Department of Superintendence, that Professor Franz Cizek has shown by work with Saturday afternoon and Sunday morning classes, that children will draw and model successfully if given opportunity for self-expression and for thinking independently. Pupils work, in this Vienna school, in many media, and most of the time without a teacher in the room, never from a model, always from imagination and memory. Professor Cizek says that art teachers as a rule destroy imagination and inhibit self-expression by constantly suggesting to the children what they shall do and how they shall do it. The Viennese children express their own ideas in their own way, and because of their intense interest seem to leap over all sorts of technical obstacles.

This is important if confirmed by American experience in public schools.

Reports of carefully conducted experiments in city schools indicate that motion pictures diminish the time required for learning much of the subject matter of the school curriculum. Courses have been provided in such subjects as biology, physical training and hygiene, civics, current events, domestic science and physical geography.

President Ernest M. Hopkins of Dartmouth recently told a Boston Chamber of Commerce audience, in substance, that he considered character a by-product of education, a result of intelligence; and that he had little confidence in courses in ethics as commonly conducted. A course in comparative religions, or any broad study of the humanities, he thought, would give one all that could be had from ethical study.

Eventually we shall stop saying to men: "Be good," but shall say instead: "Be intelligent," for it is impossible to conceive of the highest intelligence without goodness.

Professor Francis W. Kelsey of the University of Michigan is the head of the Franco-American expedition to investigate the site of the famous Punic capital. The principal object of the expedition is to determine by scientific exploration whether it is worth while to enter upon a program of excavations at Carthage that will require a number of years and large expenditure.

Dr. Edward C. Franklin of Leland Stanford, Jr., University has been awarded a prize by the American Chemical Society, for outstanding achievement in chemical science.

Dr. J. J. Tigert, United States Commissioner of Education, finds encouraging evidence that the opportunities offered in many rural schools are comparable with those of city schools. In the four years ending 1922 approximately 20,000 small schools were either abandoned or expanded into consolidated schools. The rapid removal of the handicaps of the rural schools is the most significant movement in education in recent years.

Professor Gilbert N. Lewis, Dean of the College of Chemistry at the University of California, has been chosen to give the Silliman Lectures at Yale during the next academic year.

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Experiments carried on over a period of eight months have shown conclusively that radio broadcasting is of real value in classroom instruction. This announcement was made by Dr. Virgil E. Dickson, head of the department for "research and guidance" in Oakland, whose attempts to use radio in school work have attracted international attention. Nothing now remains but to work out plans for the preparation of lesson material and the instruction of radio teachers. A committee is now at work on these problems. From what has been learned it is evident that an entirely new technique of thinking, talking, and writing will have to be learned by the radio teacher. The subject found to be best suited for broadcasting, penmanship, and drawing have brought out some startling information. Drawing, particularly, over radio, has shown greater originality on the part of the pupil than when instruction is given by the teacher in person. Many new ideas, valuable to educators, have been discovered. Entirely new fields of possibility have been opened up as a result of the experiments, and a new era of educational methods is likely to be the result. From the beginning of the experiments it has been the constant aim to have not more than ten classes, in as many different schools, listening in to a lesson, so that control might be kept on how the listening was done, the tabulation of results, and facts concerning mechanical problems of radio reception. The size of the average class receiving radio instruction at any one time was about five hundred pupils.

Chicago University is to create ten "Distinguished Service Professorships" with $10,000 salaries.

J. R. Overturf, superintendent of Lodi, California, is to be assistant to Superintendent C. C. Hughes, Sacramento, at a salary of $4,500.

Tampa will soon add another large brick school to twenty-one already built in the city and immediate suburbs.

The $100,000 bond issue of the Interbay Special School Tax District has been sold to the W. L. Slayton Company of Toledo at a premium of $7,100 and accrued interest. This was the highest of fifteen offers from leading financial institutions in different sections of the country.

Plans have been completed and work will begin within the next few weeks on a brick and stone structure containing fourteen classrooms, a spacious auditorium, library and quarters for special departments. A twelve-acre site had been secured under provision of a previous bond issue.

Clark University has recently voted that beginning September, 1926, the requirements for admission to the Undergraduate Division will be increased to fifteen certified units with two conditions allowed.

Homer Shepard of Lincoln, Neb., has accepted an offer of the superintendency of Knoxville public schools, on a sliding salary basis to be $7,500 annually in a few years.

Teachers College, Columbia University, has made several deserved promotions recently. Dr. James F. Hosic and Dr. J. Ralph McGaughy have been promoted from assistant professorships to Professorships of Education and Dr. Daniel H. Kulp, Jr., and Dr. Percival M. Symonds have been appointed assistant professors of Education.

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West Virginia University has been making progress in the personal, educational, and occupational guidance of students. In 1922 for the first time in the history of the institution a Dean of Men was added to the Administrative Staff of the University. In 1923 intelligence tests were given for the first time to all freshmen. Personnel blanks were adopted and filled out in the office of Dean of Men Harry E. Stone for the first time in 1923. Freshman guidance conferences for all men have been conducted this year by Dean Stone for the first time. They have dealt with the regulations of the University, health, social hygiene, habits of study, intelligence tests, opportunities and requirements in law, medicine and other occupations, the social sciences, the biological sciences, and other topics relating to the moral, mental, and physical and social welfare of students. A direct attack on the problem of vocational guidance of college men has resulted in the preparation and distribution of a large number of occupational leaflets giving facts rather than advice concerning occupations open to those who receive college and university training. Although West Virginia University has a big building program for the next five years it does not look as though the vital problems of student personnel were going to be neglected.

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In a recent address Dr. John M. Brewer, associate professor of education at Harvard, said: "Pupils are supposed to be studying Latin for its cultural value. Very well, let the Latin teacher be called "teacher of the cultural attitude rather than of Caesar or Virgil and be responsible for the effect of her teaching on the baseball field and at school dances." What say the teachers of Latin?

In the Treasure Room of the Widener Library is an interesting exhibit of old textbooks, ranging from the illuminated tomes of the fifteenth and sixteenth centuries to the homely volumes which Harvard professors once wrote for their pupils. The exhibit also contains much information about the early days of the university and the contemporary undergraduate customs.

Joseph Sagmaster, a student at the University of Cincinnati, is a winner of a Rhodes scholarship. He began his battle for an education as a "barefoot boy," prepared for college in the East Night High School of Cincinnati, and has won distinguished rank in scholarship while working his way through college. His admirable qualities make him an outstanding personality in any group of men.

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Vermont has invited President Coolidge to return to his native state for an old-home celebration to be held this summer at any time and place acceptable to him.

The Massachusetts Institute of Technology will keep "open house" on April 16. Special demonstrations will be given in many laboratories and recent additions to laboratory facilities will be featured.

The Diman Vocational School of Fall River is a noteworthy institution that has developed fine efficiency without attracting much public attention. It is one of the group of municipal schools aided by the state of Massachusetts on a 50-50 basis. It was originally established through the benevolence of Rev. John B. Diman of Newport, but soon became a part of the public school system. Its principal departments are interior decorating, cabinet making, and automobile repair work.

Sixteen new members have been elected by the Wellesley Chapter, Phi Beta Kappa, including one graduate, Miss Anne Kimball Tuell, '96, now assistant professor of English literature at Wellesley.

STATEMENT OF OWNERSHIP, MANAGEMENT, ETC.

Required by the Act of Congress of August 24, 1912.

Of the Journal of Education, published weekly at Boston, Mass., for April 1, 1925.

State of Massachusetts, County of Suffolk, ss., before me, a Justice of the Peace in and for the state and county aforesaid, personally appeared Alvin F. Pease, who having been duly sworn according to law, deposes and says that he is the Treasurer of the Journal of Education, and that the following is to the best of his knowledge and belief a true statement of the ownership, management of the aforesaid publication for the date shown in the above caption, required by the act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor and managing editor are:—

Publishers—New England Publishing Company, 6 Beacon Street, Boston, Mass.

Editor—Albert E. Winship, 46 Shepard Street, Cambridge, Mass.

Managing Editor—Isobel R. Lay, 31 Moreland Street, Somerville, Mass.

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ALVIN F. PEASE,
Treasurer.

Sworn to and subscribed before me this 20th day of March, 1925.

CHARLES H. LUTTON,
Justice of the Peace.

My commission expires November 6, 1930.

MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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